

Central State University
Promotion and/or Tenure Dossier Construction Guidelines
Adopted by the Board of Trustees on February 6, 2020,
Updated by Senate May 18, 2021

Faculty assembling a dossier for tenure/promotion should adhere to the following guidelines in organizing their dossier to assist in proper evaluation of its content. Faculty should follow the timetable for tenure/promotion review provided in the CSU-AAUP contract and Appendix 1. These timetables indicate when dossiers are due to academic unit heads. Candidates may begin compiling dossiers at any time.

For dossiers submitted in Fall 2021, materials should be organized in paper format into no more than two three-ring binders. **After July 2022, or as soon as the Interfolio platform has been adopted and is ready for implementation, all dossier materials should be submitted using the platform. In the event that the Administration chooses not to adopt Interfolio as an electronic platform, dossiers will continue to be submitted in paper format until further notice.**

Letters of recommendation are to be addressed to the candidate's Department Chairperson, Library Director, or Associate Research Director, as appropriate.

All material should be included in a dossier at the time it is submitted. Dossier materials should be organized into no more than two three-ring binders. All binders should be identified with the candidate's name. A "Table of Contents" should be provided for all criteria that include more than one documenting piece of evidence. The dossier should include all relevant evidence that supports the candidate's claims of accomplishments in the "Qualitative Statement." Candidates should consider the dossier to be a persuasive document about their professional development and their qualifications to be tenured and/or promoted at CSU. Candidates should bear in mind that a variety of readers both in their discipline and across faculty and administrative positions will review the dossier; therefore, candidates should construct the dossier to serve disparate audiences.

Format: To ensure clarity and consistency of dossiers, documents submitted should adhere to 12 font size, one-sided, and typed pages. A maximum page is limit specified below each of the Sections A-E. Candidates should value quality over quantity and seek to submit a dossier that reflects their ability to present critical evidence while discerning and distilling information.

A. INTRODUCTION (Narrative of 25 pages Maximum)

- 1. Letter of Request.** Address the letter to your Department Chairperson, Library Director, or Associate Research Director and specify exactly what you want to be considered for (i.e tenure, promotion, or both), your area of excellence, **as well as the criteria you are presenting as evidence of that excellence. For example, "I am requesting tenure and promotion to the rank of Associate Professor. My area of excellence is research and I will provide evidence of the following criteria.**
 - o (#2) **Made a presentation to a state, national, or international professional organization**
 - o (#10) **Prepared a technical report to fulfill requirements of a research grant"**

- 2. Evidence of Eligibility to Apply.**
 - (A). Non-Tenured Faculty. *Copy of Initial Employment Contract.*** The initial employment contract will indicate exactly when a candidate was first employed by the University and the years of prior service he or she has been granted. This information will allow the committee to verify the candidate's eligibility for promotion and/or tenure. The copy of the initial contract of employment need not include the candidate's salary.
 - (B). Tenured Faculty. *Evidence of Initial Date of Promotion*** (For faculty who have received a promotion and/or tenure at CSU): Document the effective date of the new rank by including the first contract at that rank. This documentation may include the letter from the University President

stating the date the promotion was granted by the Board of Trustees as per Article 15.26 of the CSU-AAUP contract or a Personnel Action Form (PAF) that verifies the promotion.

(C). Faculty not on tenure-track are not eligible for promotion or tenure.

3. Curriculum Vitae: Please include address, email, and phone number at which you can be contacted. At minimum, the curriculum vita should include the following:

- i. Personal information (name, address, e-mail, phone number);
- ii. Education (degrees, certifications, licensures);
- iii. Scholarly publications and presentations funded by state, national, or private grants;
- iv. Teaching experience at CSU and other institutions, academic rank, part time/full time appointments, and dates of teaching service;
- v. Service directly related to the University and dates of service.

4. Qualitative Assessment by the Faculty Member. Candidates for tenure and promotion should prepare a statement that reflects their own assessment of their teaching, research/creative achievement, and service. Identify any accomplishments associated with or resulting from teaching, research/creative achievement, and service. This statement is the place for the candidate to provide informative commentary on the criteria for promotion and tenure and his or her assessment on how the criteria have been achieved. The assessment should indicate the impact, significance, or value of the work. Candidates should provide clear and sufficient information about their individual roles in collaborative projects, publications, presentations, or grants. In addition, the statement should include specific plans for continuation of the candidate's research or creative activity agenda, plans to enhance teaching effectiveness, and future participation in service to the University and/or profession. Any service directly provided to external communities must show causal relationship to the University.

You may use the following questions as a guide.

Teaching:

- i. How did your teaching develop over the review period?
- ii. Assess the strengths/weaknesses of your teaching and indicate what steps you have taken to improve the quality of the instruction you offer students.
- iii. How has your field changed and how do your courses reflect those changes?
- iv. What is especially innovative about your courses?
- v. How do you attend to and measure student learning?
- vi. How do your courses play a role in achieving departmental or institutional goals?
- vii. How does your teaching connect to other forms of scholarship?
- viii. What questions do you ask of your own teaching?
- ix. What are your scholarly practices regarding teaching (inquiry, reading, collaboration, revision)?
- x. What texts or theories have influenced the ways you think about your discipline, the students you teach, and the ways you design your courses?
- xi. How has new learning of your own (such as scholarly interests, expertise with technology, community engagement) affected your courses and your students' learning?

Research:

- i. How did your research/creative activity develop over the review period?
- ii. Assess your research contribution or creative activity with respect to the relevant community (such as scientific community) in general.
- iii. What specific contributions do your research and creative achievements make to your academic discipline?
- iv. How has your research/creative activity helped to benefit you, your department, students, and the institution?

- v. Why do you think your research/creative activity and scholarly work is at the level of your peers in your field of expertise?
- vi. How do you think your grants help to improve the University's capabilities?
- vii. What professional affiliations do you actively engage in membership and how does that contribute to your field or discipline?
- viii. Describe your near future and long-term plans or directions regarding the research/creative activity.

Service:

- i. Identify University, professional and community groups and/or organizations with which you are working. Describe the nature of the organization(s) and explain your role and/or office within the organization(s).
- ii. Identify your participation in these service organizations and indicate the scope and nature of the efforts.
- iii. What leadership role(s) have you taken in service organizations? What specific accomplishments were achieved under your leadership?
- iv. For University service, describe your responsivity to the institutional needs.
- v. For professional and community service, describe your responsivity to the group's mission or efforts.
- vi. How have your services benefitted the community and the institution?
- vii. Provide you near future and long term plans or directions with respect to services

The following sections generally consist of supporting documentation related to teaching, research, and service. External support letters provided as evidence should be from persons who have direct knowledge of candidate's contribution and can offer verification of the candidate's qualitative statement.

B. EVIDENCE OF TEACHING EFFECTIVENESS (Narrative of 25 pages Maximum)

Teaching Effectiveness is defined by evidence-based teaching practices that are focused on the improvement of student learning. The dossier should demonstrate both the candidate's "assigned teaching work load" and evidence of the candidate's teaching methods, self-assessment, and student learning.

5. Instructional Assignments. List courses taught at CSU. Separately, list courses taught at other schools, including when and where.

- i. Librarianship is equivalent to that of the classroom faculty. Reference service/delivery of information, such as course integrated hands-on active learning, bibliographic instruction, tutorials and research guides, collection development, organization of knowledge, instruction—information literacy, liaison activities, managing student employees, cataloging resources and systems are effective teaching.
- ii. For Research faculty, supervision of undergraduate student research is equivalent to that of classroom faculty. These activities include, but are not limited to, advising student research and mentoring student research publications.

6. Teaching Loads. List contact hours taught for the last six semesters. Include a thorough explanation if your teaching load is significantly above or below the norm. For research and hybrid faculty, assigned supervision of undergraduate student research should also be listed here.

7. Evidence in Support of Effective Teaching. For the purposes of promotion and tenure, "Effective Teaching" is defined as a demonstration of reflective teaching practices that illustrate the scope and quality of the professor's teaching. To this end, the promotion and tenure dossier should include a structured reflection of selected information on teaching activities, provide strong evidence of teaching performance, and demonstrate approaches to evaluating teaching for improvement. The emphasis of the dossier should be placed on the strategies that the candidate employs in teaching and an assessment of

their effectiveness. Student learning is a combination of both the teacher's strategies and the students' effort to process this information. Therefore, DFW rates, which emphasize the student's effort, should not be taken solely into consideration for the purposes of evaluation of the candidate's teaching effectiveness.

At minimum, the dossier should include:

(A). Teaching Philosophy. Provide a reflective essay about your teaching beliefs and practices. Some aspects you may wish to present include your conception of how learning occurs, description and evidence of how your teaching facilitates student learning, the goals you have for yourself and your students, description of what for you constitutes student learning and the techniques, activities, and methods you use to achieve this goal. Generic philosophical statements about teaching do not fulfill this criterion.

(B). Evidence of Teaching Methods. Include sample syllabi, course materials, and/or assignments. [Photocopies of up to 10 pages may be included here.]

(C). Evaluations of Teaching Effectiveness by Students. Please include printouts of course and teacher evaluations. Include here a brief narrative of your interpretation of these evaluations and what they say about you as a teacher. If applicable, include also an explanation of the cause(s) for missing evaluations.

A dossier submitted for "Excellence" in Teaching Effectiveness, should also include:

(D). Evidence of Student Learning. Examples of demonstrated student learning including graded work from students with instructor's written feedback, student work and reflection of how examples meet student learning outcomes. Redesigning courses and/or methodologies that include pedagogy, course delivery and use of technology and digital tools that increase student engagement and are associated with the reduction DFW's rates.

(E). Testimonial Letters. Testimonial letters may be submitted from former students who can reference your impact as an advisor, mentor, or student club advisor. Avoid including or soliciting letters from students who are currently enrolled in one of your classes or who are current advisees.

(F). Continued Professional Development. Document any professional development activities, workshops, seminars, etc. that you have attended since your last award of rank or tenure. Evidence of research in teaching and incorporation of new teaching techniques may also be included.

(G). Course and Curriculum Development. Document your work in course and/or curricular design. Examples include development of new courses, revision of current major or general education course, redesign of major curriculum, curricular assessment for program review or accreditation.

(H). Education/Field Experiences. List any formal education or field experiences that you pursued during the review period, for example, classes, workshops, or training to further your education. Note when each class was taken, and briefly explain the significance of this experience to your professional development.

C. EVIDENCE OF RESEARCH & CREATIVE ACHIEVEMENT

Scholarship takes many forms, including independently conducted research, pedagogical research, and/or creative work. The purpose of research and creative scholarship is the advancement of a field of inquiry or practice, whether by generation of new knowledge in a field, or production of new creative works and technologies. The dossier should establish a meaningful program of research and/or creative work and indicate potential for continued contribution. Appendix 3 provides a guideline for research activities.

Research and Hybrid faculty should label work approved by the Land Grant Director or designee as "LG approved."

- 8. Publications/Creative Achievement.** Candidates should document their peer-reviewed publications and/or creative achievements in their field.

(A). Research Publications. List academic publications according to the following categories: Refereed Journals, Books, and Other. Other may include chapters in edited collections, proceedings of meetings, edited texts. Document your publications with reviews of your work, letters of acceptance from editors, photocopies of title pages, the first few pages of the article, etc. In cases of multiple authorship, a narrative description (approx. 250 words or less) of the candidate's intellectual contribution is required. Do not include self-published works or non-academic publications in this category.

For promotion, accomplishments since coming to CSU are of far greater importance than achievements at another institution.

(B). Creative achievements pertinent to the candidate's professional focus. List creative achievements, including the following categories: artwork, collections, compositions, curated exhibits, exhibited artwork, art and graphic design commissions, moving image, multimedia/databases/websites, radio & television, music recitals & theatrical performances, recordings, juried shows, creative writing readings. Indicate whether each work was juried, invited, reproduced, cited/reviewed in publications, and whether each work was international, national, regional/state, or local in scope.

The creative production and professional work in fields such as fine and performing arts should be accepted as equivalent to scholarly publication or research.

(C). Other New or Innovative Scholarly Achievements. Candidates should document other, not easily categorized scholarly achievements.

Examples include publication of an annotated review of literature on a topic relevant to teaching or research discipline; publication of analysis of data collected on new teaching methods, or evidence of adoption by peers of a mentoring or teaching process developed by the candidate.

9. Recognition of Other Scholarly Activities. Candidates should document other scholarly achievements in this section. Grants/contracts, self-published materials, and research printed in non-refereed or on-campus publications should be included here. Candidates should be specific and not duplicate items in section 8.

Research and Hybrid faculty should label work approved by the Land Grant Director or designee as "LG approved."

Examples of items belonging in this section include, but are not limited to:

(A). Grants and Contracts. Include external grants received and provide information regarding your role (Principal writer, co-investigator, etc.), the granting or contracting agency, amount requested, and amount funded.

(B). Scholarly Presentations. List scholarly presentations given during review period. Include keynote addresses, papers, posters, or workshops presented at academic conferences or in settings that may call for more applied scholarship (business, industry, community, etc.). Provide specific information about dates, titles, the nature of the conference (international, national, state, regional/state, or local) and the nature of the presentation. Include names of co-authors and whether presentation was invited or refereed.

(C). Scholarly Participation at Conferences/Professional Meetings. List the events at professional meetings in which you have had an official role, other than presenting your own scholarship. For

example—organizing a conference, developing and chairing a session, serving as an invited respondent to others' scholarship, or participating in a panel discussion. Clarify the nature of your role, the nature of the meeting (international, national, regional, etc.), and the ways your participation was scholarly.

(D). Meeting/Conferences Attended. List conferences, workshops, or other professional activities you attended within the review period. Be specific about the organization, location, and date of each meeting and whether it was international, national, regional, state, or local.

(E). Professional Memberships/Affiliations. List any organizations to which you belong and in which you participate in a scholarly way (fulfill a role beyond paying your annual dues). Give name(s) of the organization(s), the dates of your membership (within the review period), and a brief explanation of the way this membership has influenced your scholarship.

(F). Professional Licenses. List any current Professional Licenses you have received from professional organizations and explain how these have enhanced your ability to positively affect students in your courses and enhance the image of the institution.

(G). Editing. List any professional service as journal editor, editorial reviewer for journals or other learned publications.

(H). Other Evidence and Recognition of Scholarly Contributions. Describe any aspects of your professional growth during the review period that do not fit into the above categories but that warrant consideration for fulfillment of the research/creative achievement requirements for tenure or promotion.

10. Research/Creative/Professional Work in Progress. Briefly describe your work in progress. Include the focus of your research, scholarly or creative work, major accomplishments, and plans for the future. Photocopies of up to 10 pages of written work may be included.

D. EVIDENCE OF SERVICE – INSTITUTIONAL AND COMMUNITY CITIZENSHIP (Narrative of 25 pages Maximum)

Service is defined by a faculty member's involvement in University service, service to the profession, and sustained and impactful service to the community. For each performance of service, state offices held and document your role in accomplishing specific work or tasks through evidence such as attendance records, reports, and/or other documentation that can verify your active participation.

11. University and Professional Service.

(A). University Service. University service is defined as all University committee assignments and any other service assignments in which you serve as a representative of the Central State University's faculty. These include, but are not limited to, standing and ad hoc committees of the University, the University Senate, CSU-AAUP, college and department standing and ad hoc committees; extension activities; University administrative positions (Department Chairperson, President of the Faculty Senate, director of a program, etc.); and advisor to a student organization.

(B). Professional service. Professional service is characterized by those activities conducted both on behalf of the University and/or service to professional organizations in the candidate's academic field and the scholarship of teaching and learning. Some examples of professional service include serving as a reviewer for a journal or other professional organization, serving on advisory or editorial committees for professional associations, serving as a member or officer in a professional organization, organizing a conference or professional workshop, or chairing or responding to a conference panel.

12. Public Service. Include participation in the activities and institutions of the community on any level. For each performance of service, state offices held; identify the community group or organization with which you are working; provide the length of your service and nature of organization; and explain your role and/or office within the group or organization.

E. LETTERS OF RECOMMENDATION (MAXIMUM 25 PAGES)

Letters of support are an important component of the promotion and tenure process. These letters provide additional substantiation for the candidate's teaching, research and service accomplishments. Candidates are encouraged to provide letters from Central State faculty as well as scholars and academic peers outside of Central State University. The best support letters are those that are specific and focused and that clearly address the writer's experience with the candidate in the related area (teaching, research, and/or service). These letters should be dated and, when appropriate, placed on letterhead of the correspondent. Letters and other documents written during the candidate's review period may be included, but the dossier should include recent letters of recommendation pertaining to period of review.

13. Letters from Faculty at Central State University. These letters should be based on the writer's first-hand experience with the candidate in the area of teaching, research, and/or service. For example, a letter from a colleague in support of teaching could be based on classroom observations or the respondent's analysis of the quality and creativity of instructional materials designed by the candidate. Letters from colleagues who hold at least the rank for which you are applying are encouraged.

14. Scholars and Peers Outside of Central State University. Peers from outside of Central State University providing letters of support should possess knowledge of your most recent teaching, research, and/or service accomplishments. Letters from peers may address both professional and personal traits that affirm you as a teacher, advisor, and mentor of students. Letters from peers may be used to comment on any knowledge that the peer may have of your contributions to your discipline in terms of research/publications, creative work, technical reports and professional panel participations. The letters need to include the correspondent's current institutional information (e.g. their institutional affiliation, rank, position held, etc.). If the peer does not provide such information, please supply that information to the committee.

These letters should be dated in the **calendar year of application; include the contact information of the recommender for verification purposes;** and when appropriate, placed on the letterhead of the correspondent. **In instances in which a candidate is unable to secure and provide letter(s) dated in the calendar year of application, he or she 1) may provide a letter dated in a year predating the application year (but not before their start date of employment at Central State University) and 2) provide documentation of the circumstances preventing their securing of a letter dated in the calendar year of application. Letters written in a language other than English are acceptable, but must be accompanied by an English translation. Only translations that are made and notarized by certified agencies will be accepted. There should be a minimum of 3 letters of recommendation from Section 13 and a minimum of 3 letters of recommendation from Section 14. External letters should come from at least 2 different organizations.**

Appendix 1.A: Central State University Promotion and/or Tenure Policy and Procedures Articles

All candidates for tenure and/or Promotion are strongly encouraged to consult both the CSU Faculty Handbook and CSU-AAUP 2017-2020 collective bargaining contract well before submitting their dossier for consideration at the department level. Of particular relevance to the Promotion and Tenure process are:

CSU Faculty Handbook

Article 3	Faculty Personnel Policies and Procedures
Appendix A	Evaluation Instruments
Appendix B	Promotion and Tenure Criteria and Resolution of the Faculty Senate

CSU-AAUP Collective Bargaining Agreement 2017-2020

Article 13	Faculty Personnel Policies: Appointment, Reappointment, Non-Reappointment, and Tenure
Article 14	Faculty Personnel Policies: Promotion and Rank
Article 15	Faculty Personnel Procedures: Promotion and Tenure

NOTE: TIMELINE FOR PROMOTION AND TENURE

The schedule for promotion and tenure is outlined in Article 15.26 Administrative, Department, and Candidate Responsibility of the AAUP-CSU contract. Article 15.26 states: Dossiers will be presented and ready for review during the academic year in which the candidate is seeking promotion and/or tenure according to the following schedule:

September 1	Latest date for submission of the dossier to the department chairperson
October 1	Latest date for submission of the dossier to the college dean or library director
November 20	Latest date for submission of the dossier to the university promotion and tenure committee
February 15	Latest date for submission of the dossier to the to the provost's office by the university promotion and tenure committee
March 15	Latest date for submission of the dossier to the president's office by the provost and vice president for Academic Affairs
April 1	Latest date for submission of the dossier to the to the board of trustees by the president
June Board Meeting	Latest date for decision by the Board of Trustees of the University Candidate will be promptly notified of the decision

Appendix 2. Central State University Criteria for Areas of Excellence for Tenure and/or Promotion

The criteria in the accompanying table reflect the minimum standards for evaluation in the aspects of teaching, research, and service for the promotion and tenure process. Faculty are to choose their area(s) of excellence based on the table below. Hybrid appointments are not designated in the CSU-AAUP contract, but the standard below may be used for faculty who are hold joint regular and research appointments.

PROMOTION AND/OR TENURE	REGULAR APPOINTMENT	RESEARCH APPOINTMENT	HYBRID APPOINTMENT
Tenure Only	<p>Meet the requirements set forth for the appropriate criteria for candidate's rank in Article 14.3 of the CSU-AAUP contract.</p> <p>Meet area(s) of excellence for the rank at which candidate is applying.</p> <p>Show evidence of ability to sustain performance for continued progress toward the next faculty ranks described in the qualitative statement.</p>	<p>Meet the requirements set forth for the appropriate criteria for candidate's rank in Article 14.3 of the CSU-AAUP contract.</p> <p>Meet area(s) of excellence for the rank at which candidate is applying.</p> <p>Show evidence of ability to sustain performance for continued progress toward the next faculty ranks described in the qualitative statement.</p>	<p>Meet the requirements set forth for the appropriate criteria for candidate's rank in Article 14.3 of the CSU-AAUP contract.</p> <p>Meet area(s) of excellence for the rank at which candidate is applying.</p> <p>Show evidence of ability to sustain performance for continued progress toward the next faculty ranks described in the qualitative statement.</p>
Promotion of Instructor to Assistant Professor	<p>Meet the requirements set forth for criteria for promotion to Assistant Professor in Article 14.3.b of the CSU-AAUP contract.</p> <p>Excellence in 1 area of teaching or research.</p>		
Promotion of Assistant Professor to Associate Professor	<p>Meet the requirements set forth for criteria for Associate Professor in Article 14.3.c of the CSU-AAUP contract.</p> <p>Excellence in 1 area of teaching or research.</p>	<p>Meet the requirements set forth for criteria for Associate Professor in Article 14.3.c of the CSU-AAUP contract.</p> <p>Excellence in the area of research.</p>	<p>Meet the requirements set forth for criteria for Associate Professor in Article 14.3.c of the CSU-AAUP contract.</p> <p>Excellence in 1 area of teaching or research.</p>
Promotion of Associate Professor to Full Professor	<p>Meet the requirements set forth for criteria for Full Professor in Article 14.3.d of the CSU-AAUP contract.</p> <p>Excellence in 2 areas of teaching, research or service.</p>	<p>Meet the requirements set forth for criteria for Full Professor in Article 14.3.d of the CSU-AAUP contract.</p> <p>Excellence in the area of research, and either teaching or service.</p>	<p>Meet the requirements set forth for criteria for Full Professor in Article 14.3.d of the CSU-AAUP contract.</p> <p>Excellence in the area of research, and either teaching or service.</p>

Appendix 3: Central State University Promotion and Tenure Guidelines for Ratings of Teaching, Research, and Service Activities.

While we the members of the University Senate of Central State University recognize that there are numerous and varied methods to fulfill the requirements of the promotion and tenure process as defined by the current AAUP agreement, the following represent some clear and concrete methods with which the teaching, research and service requirements can be met.

This is not an exhaustive list. It is meant to be a guideline for valuing activities. More or different activities could be included in the applicant's dossier.

A. TEACHING

Teaching is the primary duty of most CSU faculty and it is essential that quality teaching be encouraged, recognized, and rewarded. Teaching may be defined in terms of providing for student instruction and learning in a variety of ways, including classroom, team teaching, independent study or research supervision, course preparation and teaching strategies.

The scholarship of teaching and learning is scholarly work that is focused on the practice of teaching. It is practiced by academics in all disciplines, although the research strategies are often rooted in the social sciences and education. **When teaching is the chosen area of Excellence, candidates for Associate Professor and Full Professor in addition to demonstrating classroom teaching must have made at least one contribution to the scholarship of teaching and learning, received recognition for their work, and provide evidence in "Part B. Research and/or Creative Achievement."**

For **Satisfactory** completion of teaching requirements for tenure and promotion, a candidate should evidence the following:

1. Measuring overall student learning through course assessment activities
2. Self-evaluation of student course evaluations.
3. Evidence of teaching philosophy and use of pedagogical strategies.
4. Evidence of individual course design or modes of instruction.
5. Development of course materials (syllabi, exams, assignments, projects, etc.)
6. Student advising

For **Excellent** completion of teaching requirements for tenure and promotion a candidate must document evidence of at least two of the following:

1. Recognized as a master teacher by an organization through an award or teaching grant.
2. Contributed substantially to documents for program, department, or institutional accreditation.
3. Developed a new curriculum for program, department, or university to be implemented at Central State University.
4. Created a new course design that incorporated the scholarship of teaching and learning, and evaluated of how it enriches the educational experience.
5. Mentored less experienced faculty in the use of teaching strategies, and course development, through presenting a teaching workshop, developing and implementing a mentoring plan, or engagement in a faculty learning community.

6. Implemented at least one innovative teaching strategies (new pedagogy, technology, service learning, study abroad, etc.) and evaluated it using assessment activities.
7. Provided leadership in curriculum development and/or assessment of a major program or general education curriculum.
8. Attended a professional development seminar, workshop, or institute and implemented new teaching strategies into course(s) or curriculum design.
9. Served as a student mentor with respect to professional and career development counseling

B. RESEARCH AND/OR CREATIVE ACHIEVEMENT

Research and creative achievement includes scholarly inquiry and creative production that contributes to the applicant's discipline.

Scholarly research and creative achievement involves publishing works in an academic journal that contribute to a candidate's discipline. When publishing a book, consider only reputable academic presses. As a candidate you should be able to clearly articulate how your research contributes to your academic discipline.

When preparing your research/ creative work for publication conduct a thorough analysis of the publications in your academic field. Ask colleagues for journals recommendations; consider journals associated with your professional affiliations; and take into account publication patterns in your research of exiting literature on your topic or creative endeavor.

Scholarly journals "provide quality control through an editor, editorial board, and peer review" Berger and Cirasella suggest that peer-reviewed journals meet the following criteria:

- All fees or charges associated with the publication are transparent and are **not for the profit of the publisher.**
- **Submissions are peer-reviewed** by a editor, editorial board, or academic(s) in the discipline.
- **The journal is included in a reputable index** such as MEDLINE, MLA International Bibliography, JStor, ERIC, EBSCO, psycINFO, etc. **Be sure to confirm any indexing claims.**
- **The journal clearly outlines its publishing process**, including peer review policies and publication criteria.¹

Be mindful of the proliferation of predatory publishers. As the number of open access journals increased so did the opportunity for imitators. According to Tin, Blesic, Biljana, etc., "These cyber criminals make money by stealing the identities of legitimate journals and collecting the article processing charges on the papers that are submitted."²

Avoid non-academic journals and refrain from conflating "online, open access journals" with predatory, scam publishing. Legitimate academic journals have made peer-reviewed research articles available "online" for many years. Leading databases such as the Public Library of Science (PLoS) and PubMed, which is maintained by the National Library of Science, were—and still are—noted for providing scholarly articles at a lower cost than traditional journals. While scientific publishing spearheaded the trend, in recent years other disciplines have moved from hard copy to online publishing. Remember, what is of concern is the academic integrity of a journal, not its availability, turn-around –time, cost to publish, nor its format (digital, in print, or both).

¹ Berger, M., and Jill Cirasella. "Beyond Beall's List," *College & Research Libraries News* 76.3 (2015): 132-135.

² Tin, Lukic, Basarin Blesic, Ivana Biljana, etc. "Predatory and Fake Scientific Journals/Publishers: A Global Outbreak with Rising Tide[s]," *Geographica Pannonica* 18.3 (Jan. 2014): 69-81.

The following checklist may serve as a helpful guide when determining legitimate reputable academic publishers:

- Check that the publisher provides full, verifiable contact information, including address, on the journal site. Be cautious of those that provide only web contact forms.
- Check that a journal's editorial board lists recognized experts with full affiliations. Contact some of them and ask about their experience with the journal or publisher.
- Check that the journal prominently displays its policy for author fees.
- Be wary of e-mail invitations to submit to journals or to become editorial board members.
- Read some of the journal's published articles and assess their quality. Contact past authors to ask about their experience.
- Check that a journal's peer-review process is clearly described and try to confirm that a claimed impact factor is correct.
- Find out whether the journal is a member of an industry association that scrutinizes its members, such as the Directory of Open Access Journals (www.doaj.org) or the Open Access Scholarly Publishers Association (www.oaspa.org).
- Consult with a librarian for assistance in assessing a specific journal.

Finally, use common sense; if something looks fishy, proceed with caution.³

The following indicate Satisfactory and Excellent completion of research/creative achievement requirements by rank for faculty with a regular appointment.

I. Assistant Professor

For **Satisfactory** completion of research/creative achievement activities and promotion to **Assistant Professor** the candidate must document evidence of at least **one (1)** of the following in the candidate's area of expertise:

1. Published a substantive article in a professional journal.
2. Made a presentation to a local, state or national professional organization.
3. Published an invited review of a book, software, research database, audio or video disc or musical or theatrical performance in a professional journal in the applicant's field of expertise.
4. Presented artistic work in an exhibition of local, statewide or national importance.
5. Participated in musical or theatrical events of local, statewide or national importance as a performer, author, or composer.
6. Published creative writing in a reputable literary journal or anthology.
7. Published an annotated bibliography.
8. Published work of scholarly or pedagogical nature in a non-print medium such as computer software, multimedia production or peer reviewed web-based services.

For **Excellent** completion of research/ creative achievement activities and promotion to **Assistant Professor** an applicant should evidence **at least two (2)** of the above.

II. Associate Professor

For **Satisfactory** completion of research/creative achievement activities and promotion to **Associate Professor** the candidate must document evidence of **two (2)** of the following in the candidate's area of expertise while at the rank of assistant professor.

³ Butler, Declan. "The Dark Side of Publishing." *Nature* 495 (13 Mar 2015): 433-435.

1. Published substantive article in a peer-reviewed professional journal or a book chapter.
2. Made a presentation to a state, national, or international professional organization.
3. Received an award, grant or fellowship for research or professional activity from a state or national agency.
4. Published six (6) reviews of a book, software, multimedia production, or musical/theatrical performance in a professional journal in the applicant's field of expertise.
5. Participated in two (2) musical or theatrical events of statewide or national importance as a performer, author, or composer.
6. Publish a monograph of merit in the candidate's area of expertise.
7. Published creative writing in a reputable literary journal or anthology of statewide or national importance.
8. Presented artistic work in two (2) exhibitions of statewide or national importance.
9. Published an annotated bibliography or discography.
10. Prepared a technical report to fulfill requirements of a research grant
11. Published work of scholarly or pedagogical nature in a non-print medium such as computer software, video production or peer reviewed web-based services.

For **Excellent** completion of research/ creative achievement activities and promotion to **Associate Professor** an applicant should evidence **at least three (3)** of the above..

III. Full Professor

For **Satisfactory** completion of research/creative achievement activities and promotion to **Full Professor** the candidate must document evidence any **one (1)** of #1-7 and any one (1) of #1-13 of the following in the candidate's area of expertise while at the rank of associate professor.

1. Published a substantive article or book chapter in a peer-reviewed professional journal
2. Edited a substantial collective work of scholarship or professional writing.
3. Presented at least two papers at a multi-state or national professional conference.
4. Participated in a musical or theatrical event of national importance as a performer, author, or composer.
5. Published creative writing in a literary journal or anthology of national importance.
6. Presented artistic or curated work in an exhibition of national importance.
7. Received two awards or grants for research or professional activity from a regional or national agency.
8. Served as editor or columnist in a multi-state or national professional journal for at least one year.
9. Made a presentation or served as a panelist in a multi-state or national professional conference.
10. Published an annotated bibliography or discography.
11. Prepared a technical report to fulfill requirements of a research grant.
12. Published work of scholarly or pedagogical nature in a non-print medium such as computer software, multimedia production or peer reviewed web-based services.
13. Published two invited reviews of a book, software, multimedia production, or musical/ theatrical performance in a professional journal in the applicant's field of expertise.

For **Excellent** completion of research/ creative achievement activities and promotion to **Full Professor** an applicant should evidence:

Publication of a monograph of merit in the candidate's area of expertise.

OR in lieu of a monograph, the candidate shall document evidence of accomplishing any **one (1)** of #1-7 **and** at least **three (3)** of #1-13.

The following indicate Excellent completion of research/requirements by rank Research Faculty.

For promotion from Assistant Professor to Associate Professor: 5 total peer-reviewed publications distributed among the following areas: Three peer-reviewed publications in professional journals, one of these **MUST** include an undergraduate as contributing co-author. Two presentations at the state, national or international level, only one of which may be a state level presentation. Presentations and publications made to meet funding requirements do not meet these criteria.

For promotion from Associate Professor to Full Professor: 15 total peer-reviewed publications distributed among the following areas: Ten peer-reviewed publications in professional journals, three of these **MUST** include undergraduates as contributing co-authors. Five presentations at the state, national or international level, only one of which may be a state level presentation. Presentations and publications made to meet funding requirements do not meet these criteria. At least 75% of these publications should come from work accomplished while at the rank of Associate Professor.

C. SERVICE

Service is defined as the activities that fulfill the institution's mission or the attainment of its goals. Evidence of service activities include participation in institutional committees, program/department activities, professional involvement, and community outreach.

For **Satisfactory** completion of service requirements for tenure and promotion, an applicant should evidence **at least two** of the following:

1. Effectively serves on university committees or completes special assignments for applicant's program, department, college.
2. Involvement in committees that promote faculty governance in the Faculty Senate and/or AAUP-CSU.
3. Advises one or more student organizations.
4. Service to the applicant's professional discipline
5. Service to the local, regional, or state community.
6. Serves as a peer reviewer
7. Edits local or state professional publications

For **Excellent** completion of service requirements for tenure and promotion, an applicant should evidence **at least two** of the following:

1. Evidence of effective leadership to the university through administrative service (program coordinator, chair, director, etc.)
2. Demonstrates leadership in university committees and/or faculty governance.
3. Lead professional accreditation in applicant's discipline and/or institutional accreditation.
4. Participates as a member of a local or state advisory board.
5. Holds a position of leadership in an appropriate professional organization.
6. Serves on a professional accreditation team.
7. Serves a reviewer for state or national grants
8. Serve as PI on an award or grant to the institution.